

THE NEGRO COLLEGE QUARTERLY

Vol. I

March, 1943

No. 1



The Negro College Quarterly is published in March, June, September, and December. The main purpose of this *Quarterly* is to offer opportunity to all persons interested in education to share such of their mature philosophy and research as may prove to be of value in the solution of the problems of higher education for Negroes. The editors of this *Quarterly* solicit contributions from all its readers.

Subscription rates: One dollar a year; single issue: 30 cents.

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By General Education, we mean inclusive education—the training not only of the mind, but of the body and the affective life as well; the acquiring not only of knowledge and skills, but also of socialized motives and altruistic habits. We believe that the educated person is one who, amongst other things, has learned habitually to manage his life affairs so that he promotes the common good through his normal daily living.

To achieve such an end, [a college should] look upon everything that happens during the waking (and some of the sleeping) hours of its students and faculty as educative, or miseducative. Education is not a special thing, limited to restricted aspects of personality development and behavior. It is a general thing, including the whole matrix of experience.

From the 1942 report of President
BUELL G. GALLAGHER
Talladega College

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Editorial Note

Looking Ahead

The present title of this Quarterly as well as its objectives grew out of three years of experience of the editorial board in publishing the "Wilberforce University Quarterly." There was a feeling that the name "Wilberforce University Quarterly" had a clannish connotation and that it did not describe the exact scope of this journal. The editorial board also felt that while it may have been necessary, when the Quarterly was first started, to formulate objectives so wide in scope as to include every field of activity, the time for narrowing these down to one special field and then exploring that field intensively had arrived. For these reasons the board decided to start the Quarterly this year under the title of **The Negro College Quarterly** and to make its editorial board inter-collegiate. Mr. Harry W. Greene, professor of education at West Virginia State College, and Mr. Joseph H. Reason, reference librarian at Howard University, have joined the active editorial board.

The list of advisory and contributing editors has also been enriched by the inclusion of well-known educators who have been active as scholars and most of whom are listed in "Leaders in Education: A Biographical Directory" prepared by "School and Society." It is our intention to improve the quality of material appearing in this **Quarterly**, and with this end in view we will send any article submitted to us to a specialist in the field concerned. The specialist may or may

not be on our advisory and contributing editorial board. In this way, no one will need to feel that the whims and fancies of the editor or that of a clique will decide whether the article is to be accepted or rejected.

Our readers might be interested in knowing that when the movement to cease the publication of the "Wilberforce University Quarterly" was inaugurated last year, several of our contributing and advisory editors deplored this move. The following excerpts from their protests make a thought-provoking reading:

The *Quarterly* is not, in my opinion, the organ of Wilberforce University but is, rather, the contribution of Wilberforce University to the cause of higher education of the Negro.

An old and noble Negro institution like Wilberforce which has turned out so many useful men and women—many of them leaders of the Negro race—should make some unquestionably concrete contribution to scholarship of the productive kind. An instigator of higher education among a struggling people, Wilberforce should prove at the same time that it is a leader during the time of the greatest crisis in the nation's and race's history.

It is my opinion that the *Quarterly*, as it is now conducted, is a step toward intercollegiate cooperation. All fair-minded and intelligent persons know that the poor Negro college, of all institutions, needs to share its ideas and leadership and lay the foundation for truly democratic living. They should actually eschew any concept of institutional independence, especially in the task to promote victims of undemocratic practices. When members of several colleges sense their interdependence and work on a genuine educational project like the *Quarterly* they are making a significant step in the right direction.

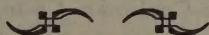
There is a place for such a magazine as the *Wilberforce University Quarterly*, but I believe that you will do well to confine it to what you call the field of higher education among Negroes. If you attempt to duplicate the well-established *Journal of Negro History* or the *Journal of Negro Education* I think you are making a great mistake. If its object is the field of higher education among Negroes, let that be stated and let the editor see to it that its pages are enriched with material bearing on this subject and written by anybody who is capable and willing to contribute

something worthwhile. The field is extensive and rich enough to keep a quarterly magazine busy.

The Negro College Quarterly is not, as one of the associate and contributing editors points out above, an organ of Wilberforce University; it is rather the contribution of Wilberforce University to the cause of higher education for Negroes. The success of this journal, however, depends upon your active support and cooperation. The editors of this **Quarterly** solicit articles from all those who are interested in education and who want to share such of their mature philosophy and research as may prove to be of value in the solution of the problems of higher education for Negroes.

Suggestions for the improvement of this journal are earnestly solicited. Let us repeat: This is **your** journal; make it succeed!

—V. V. OAK



College Notes and News

JOSEPH H. REASON, *Reference Librarian*

Howard University; Washington, D. C.

Dr. John B. Watson, president of **Arkansas Agricultural, Mechanical and Normal College**, died December 6 at Pine Bluff. Dr. Watson was 70 years of age and had been head of the Arkansas college since 1928.

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Charlotte Templeton, Librarian of **Atlanta University**, since 1931 has retired; she has been succeeded by Wallace Van Jackson, formerly librarian of Virginia Union University.

Dr. Henry Cooke Hamilton, former dean of LeMoyne College, is now teaching education at Atlanta University and Morehouse College.

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Mrs. Mary McLeod Bethune, founder and for 31 years president of **Bethune-Cookman College**, has retired from that position with the honorary title of president emeritus. Mrs. Bethune has been succeeded by James A. Colston, principal of Ballard Normal High School, Macon, Georgia.

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Dr. Kenneth B. Clark has been appointed as assistant professor of psychology in the **College of the City of New York**. Dr. Clark holds degrees from Howard and Columbia and has taught at Hampton Institute.

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Juliette V. Phifer has been granted a leave of absence from her position as principal of the Newbold Laboratory School, **Fayetteville Teachers College**, in order that she may study rural education in Haiti on an exchange fellowship.

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Dr. Malcom S. MacLean, president since 1940 of **Hampton Institute** has resigned that position and has gone

into the United States Navy on active duty as a lieutenant commander. The Hampton Board of Trustees has named R. O'Hara Lanier, dean of instruction under Dr. MacLean, as acting president for an indefinite period.

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Dr. Charles H. Thompson, dean of the College of Liberal Arts, **Howard University**, has been granted sabbatical leave so that he may spend the year writing a biography of Booker T. Washington. J. St. Clair Price, director of summer school, has been named acting dean.

Dr. Alain LeRoy Locke, professor of education, edited the special November number of *Survey Graphic* entitled "Color: unfinished business of democracy". More recently Dr. Locke has been named as one of a committee of three to advise the State Department's division of cultural relations regarding the stimulation of musical interchange among the American republics.

Among Howard University teachers who have been granted leaves of absence for war work are Doxey A. Wilkerson, associate professor of education, now with the Office of Price Administration, and Fred P. Watts, assistant professor of psychology, with the Army specialist corps.

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After seventeen years as pastor of St. James Presbyterian Church, New York City, the Reverend William Lloyd Imes has resigned in order to accept the presidency of **Knoxville College**. Mr. Imes succeeds John A. Cotton who resigned.

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Dr. G. Lamar Harrison, president of **Langston University** and current president of the Conference of Presidents of Land Grant Colleges, has been appointed consultant in the professional and technical division of the War Manpower Commission.

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Walter R. Harrison has resigned his position as teacher of sociology at **Livingstone College** and accepted the position of executive secretary of the Friendly Guidance Committee, a Detroit social welfare organization.

Dr. Bertram W. Doyle has been named dean of the **Louisville Municipal College** to succeed David A. Lane. Since 1937 Dr. Doyle has been general secretary of the Board of Education of the Colored Methodist Episcopal Church.

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Thelma G. Preyer has succeeded Merze Tate as dean of women at **Morgan State College**. Dr. Tate is now teaching history at Howard University.

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Among the new teachers at **North Carolina A. & T. College** are Dr. C. L. Spellman, agriculture; L. F. Palmer, sociology; Mildred A. Clift, dean of women; Charles Coleman, music; and, Myrtle E. Thompson, nursery school.

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Cecil D. Halliburton has been named dean of **St. Augustine's College**, Raleigh, North Carolina. Mr. Halliburton has taught at St. Augustine's since 1924.

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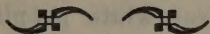
On January 5, George Washington Carver, famed scientist and director of the Carver Foundation, died at **Tuskegee Institute**. Dr. Carver joined the Tuskegee faculty in 1894 and was recognized as a leading scientist in the field of agricultural research. He was awarded the Spingarn Medal in 1923 and the Roosevelt medal in 1939. Austin W. Curtis, Jr., assistant to Dr. Carver for the past eight years, has been appointed director of the Foundation.

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President Charles H. Wesley was the first Negro educator to be invited to deliver an address before the session of the Ohio state legislature on Wednesday, March 3. He has asked the legislature for a budget of \$1,190,861 for the year 1943, the larger portion of which is for maintenance and improvement of the present plant and personnel and the remainder to be ear-marked for post-war building construction.

The following members of the teaching and operating staff of **Wilberforce University** have joined the armed forces: Raymond O. Dickerson, registrar; James P. Hayes, special police officer; James A. Nichols, proctor; Charles Reid, instructor in commerce; Dr. Leon Upthegrove, assistant professor of history; Charles F. Points, associate professor of commerce (now first lieutenant). William Boyd Garland, instructor in industrial arts education, has also joined the armed forces and is now serving in the ordnance division in French Morocco as first lieutenant. Dr. F. A. McGinnis, professor of education at Wilberforce, is acting registrar.

Wilberforce University was first placed upon the accredited list of colleges of the North Central Association of Colleges and Secondary Schools in 1939. At the same time a board of three advisers was named to review the work of the institution and report each year to the annual meeting of the North Central Association. This board has continued in operation, visited the institution annually, and made a report of their criticisms. At the last annual meeting of the North Central Association held in Chicago on March 24, 1943, the board of advisers, after describing the "marked improvement" which had taken place under the administration of President Charles H. Wesley in the internal administration and external relations of the University, recommended the continuance of Wilberforce on the accredited list without condition and ordered the "discharge" of the advisers. This recommendation was adopted by the Association. Thus, the ninety-ninth year of the conception of the Wilberforce idea and the eighty-seventh year of its incorporation witness the attainment of this significant achievement in its history.



The Negro Social Science Teacher in the Southern Rural Community

WALTER R. CHIVERS, *Professor of Sociology*

Morehouse College; Atlanta, Georgia

Criticism of Methodology

The social science teacher, whether working in an urban or rural community, has had a new meaning given to his work by the present national crisis or, should one say, series of crises. The customary emphasis upon community civics centered around the local political administrators' concept of "good" Negro citizenship must be wrecked as a pattern if it is not to become positively a disservice to students.

It has been my feeling for a number of years that this all-absorbing interest upon a better local community life for Negro youth is definitely over-rated as to value. The basis for my thinking is that any minority people, with as unstable economic and social history as rural Negroes in America, should be taught that the world is their home. In fact if a community does not offer a man these types of security it cannot qualify as a home.

Further, it is apparent that the present method of teaching community civics has tended to prepare students to accommodate themselves to the local community's concept of the "Negro's place." The course, as it unfolds, probably dares not go farther than an interpretation of the local white community's differentiation between "good Negroes" and "bad niggers." The net result of this approach to community problems is to produce inhibited adolescents. Thus these youths are committed to perpetuating the way of life which the local white people hold essential to good race relations. This is what Alain Locke means when he complains of the processes which produce ghetto-minded Negro students.

The teaching must become very much more dynamic. It must be handled in such a way as to awaken students to the fact that the world is psychologically no larger than their particular communities. In other words, international problems have become inseparable from domestic problems. The social, political, and economic lives of all Americans, regardless of whether they are members of the white racial group or the Negro racial group or whether they are urban or rural dwellers, are being vitally affected by every move being made on the chess boards of diplomats and war lords in their international games.

Effects of Pressure by the Majority Race-Conscious Group

Negro rural students are the victims of a double isolation, the one being geographical isolation and the other racial isolation. The strength of this isolation is enclosed within the scope and intensity of the geographical isolation of their residential communities. This tends to make them the natural victims of a comparatively sterile way of life. The rigid structure which the local white people have builded around these Negroes has reduced the force and consequently the effectiveness of the total dynamic energy of the overall American culture as it strikes at them. Thus, they tend to become relatively inelastic personalities because of the snail-paced rate of culture change in the environments into which they are born.

The Negro school principal who survives in these culture areas most often does so because he has proven by his activities that he has accommodated himself to the white education board's definition of the "Negro's place" in the local scheme of things. He is a "good" principal because he attempts to force his teachers to accept the local interpretation of Negro education. Certainly the social science teacher is one of those most likely to violate the accepted interracial patterns in his teaching if he is not controlled by the principal.

The principal does control the social science teacher, sometimes indirectly and sometimes directly. The indirect control may be through various methods of blocking community projects sponsored by the social science teacher.

For instance, the principal might agree to the value of the project but plead insufficient funds or over-crowded schedule. The direct method would be to lay down a policy and keep eliminating teachers until one is found whose backbone has the needed amount of flexibility. The direct method may be suspected of operating when a principal applies in person to an educational institution for a teacher and stresses a "good teacher." This word "good" has taken on many devilish inferences when used in connection with Negro behavior.

The teaching of social science in rural communities is further handicapped when the teacher has neither special interest nor training in this field. In the few cases where the rural principal might have enough faculty to assign the teaching of social science to one teacher, it may be discovered that no teacher has training for the job. Of course, in the majority of rural Negro schools the situation is almost insurmountably handicapped by under-staffed and over-worked faculties.

An important point to be considered is the selection of the proper person to teach social science. Such a teacher should be naturally dynamic, imaginative, astute, courageous, intelligent, and capable of appreciating and evaluating social changes. The successful accomplishment of this last task presupposes personal emotional balance and a minimum of social inhibitions. The educational equipment of such a teacher should include at least introductory year courses in social history, psychology, economics, sociology, government, and labor problems plus community projects with life-related values. The teacher should be well read on domestic and international issues of the day and should be building regularly a fund of knowledge necessary to sound interpretation of these problems.

A Basic Problem Not Often Considered

There is a fundamental difference between the overall patterns of rural and urban living. They require, therefore, different training for students in many fundamental ways. They are both complex, but their complexities are different in nature. The rural student should be given as clear and as

unprejudiced an analysis of these values as possible. This is necessary for significant reasons. Both urban and rural people live in the same world; so they should have full appreciation of the fundamental values in these two ways of life.

This is especially true in reference to the economic life of the inhabitants of rural and urban communities. For instance, one of the main stumbling blocks to national unity is the hostility and distrust that have grown up between the industrialists and the agriculturists. They both cry "favoritism." The Southern ruralists join with the Western ruralists to defeat legislation favorable to the industrial East. The industrial East uses its powerful monetary monopoly to defeat the desires of the agriculturists. Another pertinent illustration is the battle over preferential freight rates between these important sections of our country. They have produced needless bitterness.

The above illustrations involve problems vital to the life blood of rural residents. It is, therefore, vitally necessary that the citizens of both economies should understand the history of such problems along with its social implications. Too often the entire rural group is ignorant of the relationship of such problems to their immediate way of life. Usually the local and state political machines do not feel that it is to their advantage to pass along the full and badly true story. Negroes are not only ignorant of the value of these problems but are likely to dismiss them as the specific business of "white people."

In any study of societal relations dealing primarily with the South, and particularly the rural South, one must take care to break down certain attitudes toward Negroes held by the ruling local white class, and especially by the white families who are most powerful locally—families to which such favored Negro leaders as ministers, physicians, teachers, educational administrators, and the like have tried to adjust themselves and their children. This is a very difficult task, but a highly essential one. The final result of breaking down such set ideas will be to affect in reference to Negroes the development of stereotyped per-

sonalities and to free many imprisoned minds for the purpose of a broad and rich training. It is a psychological fact that inhibitions tend to produce fixed reactions, and a multiplicity of social inhibitions will produce a condition very similar to hypnosis.

Conclusion

The implication here may be that teachers of social science must practice educational deception. It is possible that the forces against which social science must battle are so thoroughly entrenched that unusual strategy is needed to combat them. Strategy is socially a more acceptable term than deception. Good strategy may mean that a teacher will find ways and means of getting over his subject matter without his superiors knowing it. There can be situations in societal relations so rotten and reactionary that the end will be more important than the means used to attain the end.

Indoctrination has not been advocated in this paper. But war has been declared upon a peculiarly destructive kind of indoctrination. However, the performance of major surgical operations for the purpose of removing the culture rot has been advocated. What may seem to be indoctrination is the same as the physician applying the results of science to the wound in order that it may heal with a minimum of scarification. The scar though is not nearly so important as what the operation has contributed to the total good health of the patient. Deceit and indoctrination, if it is insisted that these are proposed, are to be only conceived of as the scars left from the operation, and I do not believe that they are as plain to the naked eye as they are claimed to be by the defenders of ethical fantasy.



The Role of the Negro College on the Economic Home Front

DOXEY A. WILKERSON, *Associate Professor of Education*
Howard University; Washington, D. C.

The Negro college must do all in its power to help win the war. Whatever violence this premise does to the academic sensibilities of "school as usual" professors is beside the point. The safety of the nation, the welfare of the Negro people, and the very existence of many of the institutions themselves, are now largely conditioned by the extent to which our colleges gear their programs to the imperative requirements of victory.

There are several sectors of the Home Front on which Negro colleges have important and unique war services to perform. One is in building resolute morale among the Negro people. Another is in training Negro workers for war production and helping them to get jobs. Still another, of the utmost immediate urgency, is in helping to win the Battle of Inflation. There is no more important Home Front service which our colleges can render the Negro people or the nation than helping to keep war costs and living costs down.

Inflation and Its Control

Average living costs have risen about twenty-one per cent since January, 1941. For the individual citizen whose wage or salary has not increased proportionately, this is equivalent to a very substantial reduction in income. So it is, likewise, with a college or with the nation. The inflationary trend means boosted wartime costs; and, lacking commensurate rises in income—which seldom if ever happen in the case of either Negro families or colleges—it also means decided reductions in standards of living and institutional performance.

The basic cause of the wartime inflationary threat is not difficult to understand. At a time when the income of the American people (i.e., business profits, farm prices, and wages) are increasing, the quantity of goods available

for purchase on the market is decreasing. More than half of our industrial production and enormous supplies of food normally available for civilian consumption now go to satisfy imperative military needs. Thus, an increasing demand for goods confronts a decreasing supply. The inevitable result is a powerful tendency for prices to rise. Moreover, unless arbitrarily checked, the rise in prices far exceeds the rise in income for most citizens.

The obvious corrective for this inflationary trend is to stabilize the entire economy in some approximation of "balance." This is what the "President's Seven-Point Program" seeks to do. Through heavier taxation and limitations on profits, stabilization of wages and farm prices, credit restrictions, increased saving, price control and rationing—through the effective operation of these wartime economic measures, inflation can be curbed; war costs can be held down; and the costs and means of living can be kept within reach of the masses of people.

That this wartime economic program does work can be illustrated by the effects of three of its most basic measures, Regulation of Prices, Rent Control, and Rationing. Even through the imperfect operation of these measures—the so-called "3 R's of 1943"—there have resulted tremendous benefits to the nation and to its people.

What the "3 R's" Mean to the People

Regulation of prices (the "ceiling price") has saved taxpayers \$26,000,000,000 in war costs—in the price of tanks, ships, planes, guns and other military equipment and supplies. This is a saving of about \$200 for every man, woman, and child in the country. Price control has also saved American families \$6,000,000,000 in the costs of food, clothing, and other things we buy. This is a saving of about \$139 per year in the average family budget.

Rent Control has saved the typical American family the equivalent of two months extra wartime rent it would otherwise have had to pay. It has also stopped the hasty eviction of tenants, making their tenure more secure.

Rationing has guaranteed the man with little money his "fair share" of necessary things which military demands have made scarce. Without rationing, for example, the rich and the hoarders would get practically all of the sugar, coffee, gasoline, tires, canned fruits and vegetables, etc.; the ordinary man would get little or none. On the other hand, with rationing, all "share and share alike" in what limited supplies there are for civilian use.

What this three-fold wartime economic program means to the Negro people is clear. **First**, it means victory for our nation, and hence our only guarantee against post-war fascist slavery. If Hitler should win, the Negro people face extermination, or a slavery worse than our forefathers knew. **Second**, it means decent living for our families during wartime. If the costs of living keep going up, the Negro people will suffer most. We are the ones who have the least money to live on.

Thus, price and rent control and rationing, essential for the safety and welfare of the nation as a whole, are of especial importance to the Negro people. Yet, these measures, the full benefits of which are still denied millions of families, are now in danger of being destroyed altogether, or their operations made quite ineffective. Herein lies the urgency of war service by our colleges on the economic Home Front.

The Current Threat to the "3 R's"

The current threat to price control, rent control, and rationing—indeed, to the whole anti-inflation program—stems from two main sources. One is the general lack of information and apathy which characterize the masses of people. The other is organized attack by political and economic reaction.

In the **first** place, most consumers, both white and Negro, are largely uninformed about the wartime economic measures and their implications for consumer behavior. They are the easy victims of those retailers who resort to petty chiseling on price ceilings. They are the ready prey of those landlords who seek to evade rent control regulations. They commonly fail to obtain their "fair share" of

rationed commodities, or effectively to adjust their living habits to shortages of essential goods. Lacking information, most consumers are impassive in dealing with these wartime economic measures, relying solely upon "The Government" to make them work. They are poorly prepared, as consumers, to protect either their own interests or those of the nation.

Second, many citizens are confused and led astray by the current barrage of propaganda seeking to destroy effective price control, rent control, rationing, and other anti-inflation programs. They fail to see the profiteering motives behind much of the organized attack upon these wartime economic measures. They allow the slight personal inconveniences entailed by these necessary anti-inflation controls to be misinterpreted as evidence of "undemocratic regimentation by bureaucrats in Washington." They frequently are led to join naively in opposition to the very program upon which their wartime living standards depend. They do not sense the very real danger that powerful political attacks upon the wartime economic program may open the floodgates of inflation, with dire consequences to the nation and all its people. They are illy equipped, as citizens, to protect the economic Home Front upon which victory in this war depends.

These twin dangers, consumer lack of information and organized attack from reaction, define the urgent wartime educational service which Negro and all other colleges must now render to the nation. It is an important and crucial job.

The Job for the Colleges

The obvious corrective for widespread ignorance about the anti-inflation measures is wartime **consumer** education. The people must be led to realize that the Office of Price Administration cannot hope to keep price and rent ceilings firm, or to make the rationing work equitably, unless **they** take an active part in enforcement. They must come to understand the wartime economic measures—their purposes, their vital importance to every family, and how they operate. They must be told what to do to protect themselves against chiseling on prices and rents; how best to "spend"

their "points" in War Ration Book Two for the most effective procurement of food; and how and where to report violations of wartime economic regulations. The people must be made alert to their personal interests as consumers and to the active role they must play in making price and rent control and rationing work. This is the first wartime education job our colleges must undertake on the anti-inflation front.

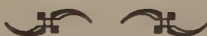
The corrective for current legislation and administrative threats to the anti-inflation program lies in wartime **political** education. The people must be led to understand the economic and political origins of the violent attacks upon price control, rent control, and rationing. They must come to appreciate the organized power of the attack, and the very real danger that it will engulf the nation and all its people in economic chaos and disaster. They must be made to realize that it is **their** living standards and freedom that are thus endangered. Moreover, this political understanding must be translated into political action. As individual and organized citizens of a democracy, the people must make their demands known to the appropriate legislative and administrative agencies of government. They must insist upon the strengthening and extension of price control, rent control, and rationing. To further this process is the second wartime education job our colleges must undertake on the economic Home Front.

The resources for effective wartime consumer and political education are at the command of every Negro college. The **library** can assemble, for display and circulation, quite a variety of free pamphlets, bulletins, leaflets, posters, and bibliographies on price control, rent control, rationing, and related anti-inflation measures.* The several departments of the college can direct their **classroom instruction** toward interpreting the wartime economic program and its implications for consumer behavior and political action. **Assemblies**, organized **student activities**, the **college paper**—all can play an important role in this pro-

*Write to the Educational Services Branch, Office of Price Administration, Washington, D. C. (or to Regional OPA offices in Atlanta, Georgia; Dallas, Texas; Cleveland, Ohio; or New York, New York).

gram. Consumer **conferences** or institutes which attract citizens from the community can be organized at the college. **Speakers' bureaus** can be formed to go out into the community to interpret price control, rent control, and rationing, and what each individual citizen must do to strengthen these measures and make them work. The college **extension program** can be used as a channel for the wartime economic education of citizens far removed from the campus.

Thus, the materials and procedures are readily at hand for teaching the people what they must do to protect themselves and the nation's economic Home Front against the wartime threat of chiselers, profiteers, and organized political reaction. The need of the Negro people for this information is especially acute. Their potential strength as a sector of the people's front for victory is very substantial. To supply the necessary information, to stimulate and guide effective consumer and political action—this is one of the most important wartime educational services our colleges can render to the Negro people or to the nation.



The Crisis in Higher Education

HARRY W. GREENE, *Professor of Education*

West Virginia State College; Institute, West Virginia

In his book "Prelude to Victory," James B. Reston informs us that the Chinese word for crisis is written with two characters meaning, respectively, danger and opportunity. Taking a cue from Elmer Davis who first pointed this out in a recent address* to teachers, the present article is written in harmony with the meaning and spirit implied in the Chinese conception of a crisis.

Education and the War

Promoters of higher education who have regarded education all along as a means of developing people in and for the society in which those people live should not experience unsurmountable difficulties in making the transition from a peace to a war society. Their attempts at gearing the educational program to promote the war effort should not be conducive to as many heartaches and headaches for them as for their colleagues of some other conception or philosophy. The former educators are not irked by the persistent cries for changes in curricula; changes in the direction of teaching and research; emphasis on engineering, sciences, and mathematics; morale-building courses; implementation of democratic principles; and a host of other essentials. They see in all these proposals both danger and opportunity, and some of these leaders are taking quick steps toward intelligent action. Those educators who never quite connected education with life as it is now lived will flounder helplessly in higher education, motivated only by unintelligent and vested self-interest.

Dangers

In the haste to change the curriculum pattern of our higher educational institutions and to accelerate programs there is present and future danger of which all educators need to be aware. The old slogan of haste makes waste

*Elmer Davis, "What Can An Intelligent Teacher Think and Do About the War," *Baltimore Bulletin of Education*, Vol. II, No. 1.

seems particularly apropos here. There is much lost motion in many of the present efforts employed under the impact of the demand for speed. In some cases where the educational programs for Negroes should be expanded they have had to be accelerated, endangering thereby efficiency of performance and quality of the human product. Essentials of science, mathematics, and engineering must not be merely incorporated into the curriculum, and taught; but they must be taught well. By acceleration is not meant that the same old ground in a course will be covered and with the same old method and purpose. It would seem to mean that a culling-out process will go on, that a number of non-essentials or otherwise academic trappings will be eliminated, and that competency or good workmanship will be preserved and not sacrificed in the promotion of our so-called program of acceleration. To do less than this will not only speed up the war and bring victory, but will also definitely harm education and training along any line, and will menace the all-around competency of the nation's future manpower needs.

There is danger in the apparent desire in some academic quarters to de-emphasize the liberal studies and unwittingly to teach that science alone (including all its cognate and applied phases) will win this war. Students of the social sciences have pointed out impressively that this war started from certain dominant ideas; that the ideological aspects of the war are of supreme importance; that the **ideas front** will figure greatly in the victory to come. These students tell us further that the fascist countries have done a far better job in planting the seeds of totalitarianism in the minds of their youth and oldsters than the democratic countries have done in respect to democracy. There is danger that the future leaders of a victorious America will be as dull with respect to the meaning and practices of democracy as some of the present leaders in fighting America. To implement democratic values and principles and to lead the learner to sense and appreciate democracy as the best way of life both in personal and social relations and in its international or global outlook is a high purpose for any institution of higher education. We minimize to

our great peril the efficacy of ideas in war and victory.

Nor should the present and future plans for cooperation between the War and Navy Departments and the colleges and universities blind us to certain danger. The Government has most wisely indicated that its purpose is not to "take over the colleges." Presumably, the services of the colleges to civilians will not be counteracted by their patriotic contributions to "soldier-students" and pre-induction war programs. But the very dual nature of the programs in certain selected colleges may effect a hazardous situation which wise school administrators recognize, namely, the danger of the military program swallowing up the necessarily limited educational program, since the former is of more immediate and pressing concern and the latter more easily dispensable. Some college and university executives may sense in this situation the opportunity to militarize, in organization and spirit, the total institution in order to provide conditions for a certain student discipline which their faculties and administrations have failed to effect. But when militarism is transplanted completely into civilian life, then one can observe the spectacle of full-dress fascism in our schools and democracy receiving a very hard blow from within. There are other dangers which the reader of this article can identify—dangers even more insidious and crucial.

Opportunities

On the other hand, there are educational opportunities and challenges in a war society which, if seized upon, will aid education and the reconstruction of society after the war. Opportunity comes knocking as never before at the door of the traditionalist, essentialist, progressivist, eclectic—or what have you in education—to start speaking to each other. In an age of science, the **method** of science should be employed to help solve educational problems equally in this age as in other areas of living. If we learn in war the art of cooperation and the application of intelligence, that same learning should function in planning the conditions of the peace. The expression is rapidly becoming trite that when we win the war we must also win the

peace. Educators who profess learning of one kind or another should know how to shift values in all philosophies and educational experiences and rally these new values behind any democratically-arrived-at educational theory which gives promise of meeting the needs of a warring, but peace-loving, America. Such is an opportunity and a challenge to leaders of American thought and action of which colleges and universities are definitely a part. While one of the basic freedoms is still left—freedom of expression—educators should speak out frequently, frankly, and seriously on fundamental issues.

The war has completely dramatized the need of engineering, science, and mathematics in education, and in that the war has become our greatest teacher. Opportunity comes for revamping our courses in these fields to make them practical and serviceable as instruments of life. Curriculum-planners bent on these subjects get now a needed boost; albeit, an unguided boost in some quarters. Not merely "for the duration" should such courses be emphasized, but as long as society has need for them. There is nothing of hope in any hysterical attempt to marshal into mathematics and science classes students of markedly questionable ability. For all their education, college teachers have not yet learned how to perform miracles in mathematics or in any other subject or unit of instruction. "Programs" can be "accelerated," but it is very hard, if not impossible, to accelerate true education of the average youth.

Finally—and painful as the experience is—the crisis is an opportunity to free the institutions of the unquestionably incompetent teachers who have also seen in war their opportunity to discover or develop their competence in other fields of endeavor. Absence "for the duration" may prove an euphemism in the case of some proven academic misfits.

Opportunity to Defeat Isolationism

As a direct result of the war, isolationism has received a tremendous set back. Its growing defeat has profound implications for those college and university teachers

who covet their positions in intellectual ivory towers. The present practice of relating teachers and their school to the work of national defense and victory provides an opportunity to inculcate a habit long needed in higher education. What is referred to here is the broad conception of college teaching as a process extending beyond the confines of the classroom into the realm of public relations and community service. We know that it is not amiss for a teacher to be loaned to the government for some technical service. Nor do we frown on a teacher's participation in politics or statecraft, in independent or cooperative research. From the bane of isolationism we also learn that until knowledge is conceived of as an organic unity and object of cooperative inquiry within the college itself, the conditions for developing the social concept of teaching is hardly possible. Intensive specialization is a value that must be preserved. But the superficial barrier of departmentalization of knowledge must be de-emphasized, thus opening the way for enterprises in cooperation among teachers in a college of integrity. Indeed, the road may be cleared for a more systematic plan for cooperative teaching and research among higher institutions in a given region.



A War-Time Negro Land-Grant College

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Introduction

THE land grant college was born on July 2, 1862, during the Lincoln administration which undertook to displace many of the social and economic evils strangling the existence of the nation. This educational institution, cradled in a period of national turmoil, can consequently be expected to remain functional during present and future periods of unrest. As if to further complicate its educational mission, it was founded to provide formal training for the industrial class, a group who on the whole formed the "poorer" class of our young capitalistic nation. Moreover, the type of education which this college was to pursue had been previously given but little attention by the better known colleges of liberal arts and science. Attempting, therefore, to teach persons to perform menial jobs could not have been expected to have received vigorous public support. This attitude was due to the feeling that persons attending college had capacities and abilities then esteemed superior to those uneducated members of the lower class with whom industrial training was associated.

It is also to be recalled that no organized body of knowledge was then to be found on vocational curricula which could meet the standards of the programs of established colleges. Hence, for many years, a land-grant college was in public opinion more or less a glorified secondary school. Particularly was this opinion prevalent until recently regarding southern land-grant colleges. Thus, from its origin as a "corn crib" institution the land-grant college is at last rapidly reaching its original objective of promoting both liberal arts and vocational education. Under the impact of the present global war this public institution of higher learning must provide such a program of education as will conserve and extend the partial freedoms cherished by all real Americans, regardless of race, creed, or color. The land-grant college, therefore, appears to have a multiplicity of duties to perform in our gigantic program of national defense.

It is with this concept in mind that the present program of action is being suggested as points of departure by one who is an alumnus of two land-grant colleges and who has rendered educational services in three of these institutions.

The writer, therefore, outlines what he believes to be a functional program especially for Negro land-grant colleges during the "duration."

Limitations

THE suggestions which are offered herein will undoubtedly prompt the query "Is not the land-grant college for Negroes gearing its educational program for efficient war training?" The administrators of these land-grant colleges seem not to be faltering under the impact of the present crisis. Full participation in the war effort, however, has been unquestionably obstructed by the following basic limitations:

1) Lack of adequate faculties with technical education capable of devoting considerable attention to war needs characterized the land-grant college for Negroes even before induction of college personnel into the armed forces began. Since then the personnel resources of these colleges have been further depleted.

2) Limited facilities with which most land-grant colleges operated prior to the present emergency have made it difficult for them to become approved to conduct training programs which require up-to-date technical equipment.

3) Laxity in the fostering of certain obtainable war-training courses seems to be characteristic of college administrators and

teaching corps because of their resistance toward departing from the "curriculum as usual."

4) Most land-grant colleges have insufficient state funds with which to match available federal funds for the installation of equipment necessary for conducting defense and war training courses. Besides, they fear eventual federal control.

5) State officials, who are white and who represent the various governmental agencies held responsible for introducing special classes and programs among colleges, have been reluctant to recommend Negro colleges to share in war training activities which invariably lead to industrial employment for their graduates.

6) Apparently, some colleges have not sought to procure, by use of diplomatic pressure, reserve officers' training essential to the rapid advancement of college educated Negroes in the armed services.

7) The educational and social background of the students is often weak, thus making it necessary to teach them academic and cultural fundamentals. This leaves little time to emphasize technical programs.

8) Some branches of the armed forces of the United States apparently practice discrimination against Negro colleges which participate in the enlisted reserve pro-

grams for qualified college youth.

9) A misconception is prevalent among some of the personnel of land-grant colleges that education for peace and education for war lead to different outcomes, that is, that any marked changes in the curricula specified for imperative war needs would make for graduates who differ from alumni of peaceful periods. This misconception may appear to be unpatriotic, but it implies that in the long run these graduates might do more toward changing the social and economic pattern of Negro life, that of a minority group in American society, than merely meet certain present war needs.

IN spite of these seemingly insurmountable difficulties it is the opinion of the writer that a representative number of the following suggested lines of action may be effected through slight adjustments of land-grant college programs for Negroes provided the desire is sufficiently strong. Of course, in some instances it may be necessary to coordinate the resources and efforts of both the various divisions and the departments within a college and also those among land-grant colleges.

New Emphasis for Regular Curriculum

THE land-grant colleges which have available faculties and facil-

ities might add special war-time courses dealing specifically with services significant in prosecuting the war and in reconstruction. Such courses could include national agricultural policies; international resources and trade; contemporary government; war finance in terms of stabilization of farm and other prices; economic geography; consumer education; practical astronomy; camouflage, photography, first aid, and safety education for Negro soldiers; problems in nutrition, particularly commercial and home canning; intercultural languages and relations; and post-war economic and social planning.

Accelerated Program of Studies

IN colleges where it is practicable the program might be "speeded up" to permit students to graduate within at least three years of study. Of course this plan should not interfere with those students who must return home during the summer months in order to earn expenses for furthering their education. Male students also should be encouraged to participate in such a program even in the face of eventual induction. The quality of work, however, should not be "tampered with" regardless of whether the college decides to reduce the credit or class hours required for graduation or to extend its term into the summer months.

Social and Economic Research

LAND-GRANT colleges appear to have a role to play in the war crisis in revealing the social and economic problems facing the Negroes. Such research could serve as a medium for expressing the true conditions under which an ethnic minority lives and at the same time serve as a means for building self-respect among Negroes. In this way Negroes could create a basis for their fuller participation in the anticipated democratic dividends which may come to them out of the war.

Inter-Departmental Coordination

THE various departments of the college might conduct orientation courses in order to acquaint every student with the cultural heritage of mankind. In this way he might become a broader student rather than a highly specialized one who may otherwise not be able to render his best service in either military or civilian life. For example, students of agriculture, home economics, or science could thus become more fully aware of problems of contemporary government and vice versa.

War-Related Teaching

ALL courses offered at land-grant colleges should be geared so as to allow considerable time to be devoted to the influences which are impinging upon them by war, and some offerings could

be integrated around problems of the war.

War Information Bureau

If the college is not among the fortunate group designated by the federal government as a war information center, it can nevertheless, through its library, establish a center in order to keep both white and Negro citizens posted on war questions. The college could also simplify technical information regarding agriculture, home making, and the social and physical sciences. Bulletins could thus be reproduced and distributed among groups receiving extension service from the college.

**Training Center for
Enlisted Men**

FACILITIES of the college might be made available for providing special training as approved by heads of the armed forces for service men. At the same time such service would be in line with one of the primary aims of the land-grant college.

Radio Programs

THE college might render further service by perfecting a series of broadcasts in cooperation with national and local radio networks dealing with "The Negro in the War Effort". This might serve to keep the general public informed as to our contributions in this total war on both foreign and domestic fronts.

Extension Service

THE college could use certain members of its faculty for special field work in the state for promotional activities in marketing, farm finance, rural planning, food preservation, conservation of farm machinery, and other rural and urban life activities.

THROUGH service clubs various departments of the institutions might sponsor statewide clubs for reading, knitting, correspondence, and gifts for women and men in the armed units. Thus expression of gratitude for the war services of these women and men could be effected.

Special Courses to be Added to the Curriculum

COURSES could be offered to both women and men students enrolled in various college departments as well as to adults in the vicinity of the college. These courses might be conducted from twelve to sixteen weeks in order to equip those taking them with skills and techniques required in both war industries and in civilian labor forces which can contribute to winning the peace. Furthermore these courses might assist students to become well-adjusted citizens in the post-war period.

FOR these purposes the following practical arts courses are suggested: painting, printing, carpentry, brick-laying, plumbing, elec-

trical wiring, machine tool work, steam-fitting, ship-fitting, and foundry work; refrigeration; motion picture operation; radio repairing; tractor and truck driving, gardening, dairying, and livestock management; baking, cooking, food preservation, and meal planning; life saving, hospital aiding and nursing; accounting, bookkeeping, and stenography; communication; library assistantship; map reading; surveying; chemistry; and bandmastering.

Defense Courses

THE institution could qualify for the offering of courses prescribed by the federal and state governments in national defense. Some of the courses which might be offered by the college include: electrical engineering, welding, sheet metal work, motor mechanics, dock and ship building, and photography. Workers in these vocations are in demand now and will probably continue to be for some time after the war.

Advanced War-Time Training Courses

THROUGH the cooperation of the United States Office of Education and probably in some instances with the aid of land-grant colleges for white persons, a land-grant college for Negroes in any state could offer several of the advanced training courses in the Engineering, Science, and Man-

agement War Training program (ESMWT). Refresher courses might also be provided through extension by correspondence on a full- or part-time basis if the applicant has satisfactorily and recently completed the laboratory requirements.

SOME of these courses are chemistry, drafting and safety for engineers; general, industrial, organic, quantitative, and analytical chemistry; mathematics; advanced accounting; and personnel management.

Military Training

EVERY land-grant college could, under its rights, attempt to procure a military unit for its men students. This Reserve Officers Training Corps (ROTC) would permit service men selected from land-grant colleges for Negroes an opportunity to participate more equitably in the armed forces. Thus their advancement in the armed forces might be based upon

their military training prior to entering the service rather than upon other factors.

EFFORTS might also be made to secure the programs of enlisted reserves in the navy, marines, coast guard, air corps, and the army, because in most cases the land-grant colleges for Negroes are not yet actively engaged in other programs than that of the army.

Conclusion

REALIZING that adequate facilities and facilities and desirable attitudes do not yet exist in all land-grant colleges for Negroes, the writer hopes, nevertheless, that each institution will find adequacy within itself to participate in a number of the proffered suggestions. Such efforts may be of immeasurable benefit to industrial workers, technicians, farmers, fighters, and to a host of other individuals living in the American democracy.



Suggested Readings on Higher Education

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Isolation in domestic relations is just as difficult as isolation in international relations. The four freedoms of the Atlantic Charter for all nations and peoples are just as realistic for the peoples within a nation. These are truisms which scarcely need demonstration in a democracy . . .

. . . We join now, as in the yester years, in loyalties to our American democratic faith and we express the hope that this faith in turn shall not fail in its service to all its sons and daughters of whatever racial origin. With other Americans, now and in the postwar period, we expect jobs and an improved status of equality in our educational, cultural, and social life, and to this, our America, we again pledge our lives, our fortunes, and our sacred honor.

—Excerpts from an address delivered before the Ohio State Legislature on May 3, 1943, by DR. CHARLES H. WESLEY, President of Wilberforce University.